

career
development manitoba



A PRACTITIONER'S
GUIDE TO
**CONDUCTING
AN EFFECTIVE
JOB SEARCH**

YOUR FUTURE YOUR WAY



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Introduction

Searching for a job can be a continuous process. The client resource, **A Guide to Conducting an Effective Job Search**, contains information and worksheets to support clients to effectively manage their job search. The detailed information found within the client resource is not repeated here. Instead the focus of this guide will be to provide facilitators with additional information, tips and strategies for conducting a job search workshop or working with individual clients.

The information in this guide covers the core concepts related to conducting an effective job search. Practitioners are encouraged to adapt materials to their personal style and needs of their clients.

Guiding Frameworks

Many skills can be developed from preparing for and conducting an effective job search. In the following sections, relevant skills/competencies are identified from three frameworks: Blueprint for Life/Work Designs, Essential Skills and Employability Skills 2000+.

Blueprint for Life/Work Designs

Conducting an effective job search develops the following Blueprint competencies:

- Competency 1 – build and maintain a positive self-image
 - Level 1 – build a positive self-image while discovering its influence on self and others
- Competency 2 – interact positively and effectively with others
 - Level 2 – develop abilities for building positive relationships in one’s life
- Competency 5 – locate and effectively use life/work information
 - Level 2 – locate, understand and use life/work information
- Competency 7 – secure/create and maintain work
 - Level 2 – develop abilities to seek and obtain/create work
- Competency 8 – make life/work enhancing decisions
 - Level 3 – engage in life/work decision making

Essential Skills

Conducting an effective job search will enhance the following Essential Skills:

- reading text
- document Use
- writing
- oral communication
- working with others
- continuous learning
- thinking skills
- computer use

Employability Skills 2000+

Conducting an effective job search will develop the following skills within the Employability Skills 2000+ system:

- Fundamental Skills
 - communicate
 - manage information
- Personal Management Skills
 - demonstrate positive attitudes and behaviours
 - be responsible
 - be adaptable
 - learn continuously
- Teamwork skills (if working with clients in groups)

Canadian Standards and Guidelines for Career Development Practitioners

Supporting individuals to conduct an effective job search is an important role for career development practitioners. To do this well, practitioners would need all of the core competencies outlined in the Standards and Guidelines: Professional/Ethical Behaviour, Interpersonal Competence, Career Development Knowledge and Needs Assessment and Referral Expertise.

In addition, supporting individuals to conduct an effective job search overlaps with many of the Areas of Specialization in the Standards and Guidelines, including:

- Assessment
- Facilitated and Individual Group Learning
- Career Counselling
- Information and Resource Management
- Work Development
- Community Capacity Building

Preparing for Your Workshop or Individual Session

You'll need to review, and gather, the following required and optional items as you prepare to deliver the workshop or work individually with a client. Some practitioners like to use photocopied handouts of the charts and activities in the guide; this leaves the client guide fresh and clean for individual use after the session. Others prefer to have clients write directly on the guide, ensuring that all of the topical information stays in one place. Feel free to tailor your workshop to your personal style and participants' needs. Your personal preference will impact the resources you need to gather as you prepare for your workshop or individual session.

Required:

- **A Guide to Conducting an Effective Job Search** (one copy per participant)
- pens, pencils
- for workshops:
 - o computer, LCD projector and screen
 - o flip chart paper and markers

Optional:

- PowerPoint slides, printed three or six slides per page; one set per client
- handouts from the client guide
 - o Network Brainstorming (table)
 - o Elevator Statement (worksheet)
 - o Job Evaluation Matrix
 - o Informational Interview Questions
 - o Recording Your Job Search (Appendix C)

PowerPoint Slides

The following presentation contains 28 slides. Reviewing the slide content, engaging in discussions with participants, and completing the activities should result in a three hour workshop (times listed are estimates and may depend on factors including number of participants). Discussions and activities can be expanded or contracted depending on the time you have available to conduct the workshop. Where applicable, the facilitator notes will mention how to make adjustments for time constraints. Note: the content within the slides, below, may be challenging to read due to size; see the PowerPoint document to review the complete content.



Welcome participants to workshop
Introductions

- Have participants introduce themselves.
- An icebreaker activity can be incorporated; see Icebreakers/Energizers section for more information.

Time:

- Expect introductions to take three-to-five minutes per participant. Icebreakers may take longer. Workshop time will need to be adjusted accordingly.



Briefly review agenda to provide participants with an overview of the workshop.

Time:

- three-to-five minutes

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Why "Job Search"?

- Identify new opportunities
- Develop new skills
- Change careers
- Anticipate lay offs / job loss
- Moving to a new town or city

This is a good time to have participants explore what brought them to the job search program and why they are looking for work. In addition to setting the context for the workshop, it is good for the facilitator to have a sense of where clients are at – if they are looking for work due to job loss or just needing a change.

Time:

- two-to-three minutes

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*If you're trying to achieve, there will be roadblocks.
I've had them; everybody has had them.
But obstacles don't have to stop you.
If you run into a Wall, don't turn around and give up.
Figure out how to climb it, go through it, or work around it.*
- Michael Jordan

Remind participants that job search can be frustrating...applications sent out with no call backs, interview after interview with no job offer but it is important to keep looking.

If time permits, ask participants how long they've been looking for work. Talk about the obstacles they've experienced.

Time:

- two-to-three minutes

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The Cycle of Job Loss

- Job loss can result in a wide range of emotions
 - Shock, anger, excitement, relief
- Each person's experience is different
 - May depend on why job loss has occurred

Reflecting on the previous slide, remember that some participants may be frustrated and anxious at losing their jobs and fearful of the future while others may be excited about this next stage of their life. In some cases job loss may not have occurred...a student looking for his/her first job, an adult going to work after staying home to raise children...none of these individuals would have experienced recent job loss.

Time:

- three-to-five minutes

The secret of getting ahead is getting started .
-Mark Twain

Explain meaning of quote.

Time:

- two-to-three minutes

The Importance of Optimism

*Optimism is the faith that leads to achievement.
Nothing can be done without hope and confidence.*
~Helen Keller

- Optimism is a factor in career success and job satisfaction
- To maintain optimism
 - Believe in yourself and practice positive self-talk
 - Focus on the positive contributions you can offer
 - Be flexible and open to new opportunities

Have participants do a “think/pair/share” activity to reflect on:

- One negative and one positive that has come out of their job loss.
- One thing you can do to stay optimistic about the future.

Time:

- 10 - 12 minutes

Keep Your Eyes Open

- Many people find work through “chance events” or “lucky breaks”
 - Being in the “right” place at the “right” time
- Be open to new opportunities and possibilities
 - Remaining flexible and adaptable
- Consider
 - Taking a class
 - Participating in community activities
 - Talking to the people around you

Remind participants that sometimes “the unexpected” can offer the best opportunity. It is good to stay focused on goals but always remain aware of what the unexpected can bring.

If time permits ask if anyone has had an unexpected lucky break, or if they know of anyone.

Time:

- five-to-seven minutes



Note: other "checklist" items are outlined in the client guide.

Remind participants that, without a job focus, it is difficult to look for work, even if there are lots of jobs available. For those struggling to identify a focus, consider suggesting the Career Planning Guide. Some participants won't care – they say "I'll take any job" – it is important to talk about the pros and cons of that approach. (Ensure you take the person's circumstance into consideration and encourage them to take the position if necessary but continue to plan for their future.)

If time permits, use a brainstorming activity to outline the pros and cons. Either as a large group or working in two small groups, have participants focus on the pros then the cons of "a job, any job" (ex: pros...gets me working ASAP / cons...the work may be horrible or short term).

Time:

- five-to-seven minutes
- 10 - 15 minutes with activity



Although a written report or job description may provide some information on a specific job, it is the people doing the actual work that often have the most insight.

It's really important to get beyond the word "networking" and help people to understand how to make and maintain connections, build relationships, generously share information, ask clear and non-invasive questions, become great listeners, show appreciation, and follow-up. Together, these and other activities are "networking," of course.

Remind participants that if they want people to act as a resource then they need to be prepared to act as a resource for others. When connecting with people participants should try to remember what information they have that others may need.

Time:

- five-to-seven minutes

Get to Know Your Network

- Your network includes
 - Teachers
 - Neighbours
 - Family friends
 - Current or old employers, co-workers
 - Professionals (e.g. doctors, employment counsellors)
 - Community leaders

Most people have relatively large networks; they can create a long list by systematically naming family, friends, work colleagues, contacts at church or school...the list goes on.

Considering that each "name" will also be able to generate a list there can be hundreds of people participants can "tap into" for information.

Time:

- three-to-five minutes

Expand and Strengthen Your Network

- Keep in regular contact with your network
 - Ensure they know what you are looking for
- Attend events and meet new people
 - Career fairs, Chamber of Commerce, Union halls
- Be a source of information
 - Remember to give back to your network

Remind participants that it is important to stay in touch with people in their network...keep them up to date on goals, etc. Also, stress the importance of getting out and meeting new people. That "perfect" contact may be right around the corner.

Time:

- five-to-seven minutes

Network Effectively

- Use your network to
 - Get connected with people who can help
 - Introduce you to hiring managers or employers
 - Learn more about a specific occupation or industry
- Get the most out of your network
 - "I'm looking for..."
- Online networking is another popular networking option
- Prepare an elevator statement

Briefly discuss networking etiquette (see **Networking Etiquette** section in client guide).

Briefly discuss the do's and don'ts of social networking...remind participants of the importance of monitoring their "online image" – employers search out information via FaceBook and Twitter...be sure everything they post online is something you'd be prepared to discuss with your next employer (see the Social Networking Site section in the client guide).

Time:

- five-to-seven minutes

Elevator Statements

- Provide a quick way of sharing information about yourself
- Include career goals, accomplishments, and qualifications
- Prepare you to confidently say what you are looking for
- Ensure you never miss an opportunity to connect
- Can open doors to new opportunities

Participants may be curious about why it is called an “elevator statement.” Advise them: Because if you got into an elevator with someone who asked you what you do or what you want to do, your statement would clearly answer the question before you left the elevator.

Refer participants to “the **Elevator Statement**” worksheet, have them:

- respond to the questions
- write up their own elevator statement

If preferred, participants could work in pairs or triads.

Time:

- 10 - 15 minutes

What is the Labour Market?

The “market” where workers compete for jobs and employers compete for workers

A “tight” labour market has more jobs than workers

A “slack” labour market has more workers than jobs

Both types of labour markets can exist in the same city or geographic region...as some industries experience cut backs/lay offs there may be more workers than jobs available. At the same time, literally on the same street, there could be another employer opening a new location or expanding services and in desperate need for qualified staff. Knowing what is available, and what is not, as well as anticipating what may happen in the future is an important part of conducting an effective job search.

Time:

- five-to-seven minutes

Where Can I Find It?

- Websites
- Yellow pages
- Want ads
- Newspapers
- Signs on the highway
- Signs in shop windows
- People that you know



Ask participants where else they can find labour market information...either information about jobs or the jobs themselves.

Time:

- five-to-seven minutes

Record Your Job Search Information

- Company name / contact details
- Positions you applied for
- Dates you applied
- Follow-up phone calls or emails
- Meetings with employers

Emphasize the importance of keeping track of their job search activities. Introduce participants to the "**Recording Your Job Search**" worksheet in the client guide.

Time:

- five-to-seven minutes

Informational Interviews

- Investigate specific career fields
- Narrow options
- Obtain advice on where you fit
- Learn jargon / important issues in the field
- Broaden contact network for future reference
- Create a strategy for getting the job you want

Discuss the importance of informational interviews. Remind participants that these are not job interviews...employers should not be asked for a job or if there is work available.

Refer participants to the "**Informational Interview Questions**" from the guide.

Have participants complete the following activity:

- Think of a job or industry you'd like to learn more about.
- Select 10 - 15 questions to use in an informational interview.
- In groups of three or four share some of the questions you chose.
- Discuss amongst yourselves why you chose the questions you did.

Time:

- 10 - 15 minutes

The Hidden Job Market

- Approximately 10 - 25% of available jobs are advertised
 - This means 75 - 90% of available jobs are “hidden”
- “Hidden” jobs are filled before they need to be advertised
 - By internal job postings and networking
 - Through employee recommendations or referrals
 - By informational interviews
- If you focus only on advertised jobs you’re missing out!

It’s important for participants to recognize that there are a lot of jobs available. If an employer can fill a position without putting an ad in the paper, or on Monster, Workopolis, Kijiji, he/she will. Note that there are several ways to uncover the hidden job market. Before providing your ideas, have participants brainstorm how they might find out if a company is hiring (or has plans to hire).

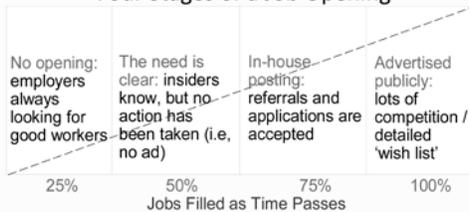
There are several ways to uncover the hidden job market:

- word of mouth
- your network
- contacts made during informational interviews
- cold-calling
 - o Ex: Phoning the HR department of a company

Time

- 10 - 12 minutes

Four Stages of a Job Opening



Review each section of the image for clients so they understand the four stages of a job opening.

Explain to participants that as the percentage increases, the likelihood of employment increases. Stress the importance at every stage; emphasize the hidden job market lies within the first two stages.

Time:

- five-to-seven minutes

Creating Your Dream Job

- Identify a need
 - What product or service can you provide?
 - What organization might benefit from your skills?
- Develop an employment proposal that outlines
 - What you are proposing and how it meets a need
 - A summary of your experience

Every job that exists today started as someone's idea!
~Denise Bissonnette

Have participants share stories of people they know, or things they've heard, regarding people who have created their dream job. Be prepared with an example to get things started.

Time:

- 10 minutes

Gaining Relevant Experience

- You may find that you need more experience after
 - Reviewing job postings
 - Receiving feedback from your network
 - Conducting informational interviews
- Gain experience and broaden your network by
 - Volunteering
 - Job shadowing
 - Work internship

Discuss how to identify whether participants will need more experience to land the job they want and, if yes, how they might get the experience.

Time:

- three-to-five minutes

Volunteering

- Treat volunteer experiences as you would paid work
 - Be professional and arrive on time
 - Build important relationships and set goals to accomplish
- Benefits of volunteering include
 - Showing your skills and abilities to employers
 - Developing skills and knowledge
 - Exploring and learning more about potential careers
 - Helping out in your community

Discuss how volunteering can be a great way to gain additional experience. It also provides an opportunity to give back to the community which, of course, looks great on a resume!

Introduce participants to the Volunteer Manitoba website at:
www.volunteermanitoba.ca

Time:

- five-to-seven minutes

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Job Shadowing

- Observe someone at work
 - Could be for a few hours or a few days
 - Often very informal
- Make the most out of your experience
 - Ask questions and offer to assist with tasks
 - Offer input
 - Demonstrate skills and knowledge
 - Ask for feedback

It is possible that some participants won't know what job shadowing is. Introduce the notion, making sure to explain that "shadow" is the important word. The person in the job shadow doesn't do the work but, instead, monitors someone else.

Time:

- five-to-seven minutes

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Work Internship

- An internship offers practical, hands-on experience
- Likely unpaid, but may have small stipend
- Can last from a few days to several months
- Often a requirement for an educational program

May also be called a work practicum; not available for all industries or jobs. Unlike a job shadow, an "intern" will actually be doing the work.

Time:

- five-to-seven minutes

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Remember to...

- Expect to spend a lot of time at the job search stage
- Create a job search plan
- Use your network
- Tailor your resume and cover letter
- Organize and track your efforts
- Be wary of job posting scams
- Get assistance if needed

Review the things to remember; additional tips are listed in the client guide. Be prepared to briefly speak to each point.

Time:

- five-to-seven minutes

Summary

- Remain positive and optimistic
- Watch for new opportunities
- Take the time to develop your network
- Prepare an elevator statement
- Remember that only 10 - 25% of jobs are advertised
- Conduct informational interviews
- Be open to volunteering, job shadowing, and work internships
- Keep track of your job search activities

Summarize the topics discussed; try to weave in stories from the discussions that occurred.

Time:

- five-to-seven minutes



Thank participants for their time. Advise them where they can go to get further assistance.

If desired, have participants complete a workshop evaluation form (see **Appendix A**).

Time:

- two-to-three minutes; more if an evaluation is being completed

Additional Tips and Strategies

If an Internet connection is available, walk participants through researching labour market information:

- Go to Manitoba Job Futures Manitoba Job Futures
http://mb.jobfutures.org/profiles/profile_alpha.cfm?lang=en&site=graphic
- Select an occupation (ex: Aircraft Mechanics and Aircraft Inspectors) and click on the number beside the job title (ex: 7315)
- From the categories on the left of the screen, click on Outlook
- You can see in the first paragraph that the current employment prospects are determined to be good between 2009-2013
- Scroll down to review some of the graph charts (ex: Employment by Gender) – This shows that more men are being hired than women in this occupation

For More Information on Job Search

2010 Social Networking Websites Review Comparisons

<http://social-networking-websites-review.toptenreviews.com/>

A review of the top 10 social networking sites (ex: Facebook, MySpace, Bebo).

Career Resilience

<http://www2.careers.govt.nz/educators-practitioners/career-practice/career-edge/archive/career-resilience-june-2009/>

Short article from New Zealand contains a good overview of career resilience and 10 essential tips for developing career resilience.